SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

BUSN 641

COURSE TITLE

Business Sales Training

ALTERNATE COURSE TITLES

- Essential Sales Skills
- Selling for Entrepreneurs
- Selling for Small Business

TYPE COURSE

NON-FEE VOCATIONAL

CATALOG COURSE DESCRIPTION

This course provides students with practical skills training used by entrepreneurs, sales professionals, customer service representatives, administrators, and office administration assistants in today's sales occupations. This course covers the following topics: effective listening, communicating, presenting, speaking, organizing, developing professional confidence, and handling failure as a pathway to success. The course will be completed by performing activities that develop the students' sales knowledge and skills and will be presented as both oral and written presentations. This course may be offered in a distance-learning format. (FT)

LECTURE/LABORATORY HOURS

90

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

Possess a 10th grade reading level, ability to communicate effectively in the English language, and knowledge of math concepts at the 8th grade level, and basic computer literacy. Familiarity with Microsoft Office programs, such as Word and Excel (or an application of similar scope), is highly recommended.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
   SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
   SDCE students demonstrate effective communication skills.
3. Critical Thinking
   SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
   SDCE students pursue short-term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Develop effective listening, communication, presentation, and speaking skills necessary for a career in sales occupations.
2. Understand how confidence in a skill or subject area related to a sales profession can be attained.
3. Understand how mastering occupational organization is critical for a successful sales career.
4. Practice failure as a path to success.

COURSE OBJECTIVES

Upon successful completion the student will be able to:

1. Demonstrate effective communication skills necessary for success in a sales occupation through effective listening, written communications, and appropriate presentations.
2. Develop a plan for improving self-perception and confidence related to skills necessary for a successful sales career.
3. Select and use strategies for maintaining an organized working environment.
4. Present a strategy on how the student will handle failure in a sales profession to develop new knowledge and skills to improve their opportunities for success.

SECTION II

COURSE CONTENT AND SCOPE

1. Introduction
   - 1.1. Perceptions and reality of sales professionals
   - 1.2. Jobs survey of sales occupations and careers
     - 1.2.1. Types of jobs & roles
     - 1.2.2. Salary and pay
     - 1.2.3. Skills & certifications
   - 1.3. Skills of successful sales communications

COURSE CONTENT AND SCOPE (continued)

2. Effective sales communication
    - 2.1. Introduction to effective communication
    - 2.2. Essential listening skills
    - 2.3. Communicating with customers
        - 2.3.1. Introduction
            - 2.3.1.1. Appearance
            - 2.3.1.2. Greetings
        - 2.3.2. Professionalism
            - 2.3.2.1. Tone
            - 2.3.2.2. Appearance
            - 2.3.2.3. Website
    - 2.4. Presenting your product or service in a personable way
    - 2.5. Tactics to build communication competency
    - 2.6. Establishing trust, incorporating integrity and ethics
3. Confidence in the workplace
    - 3.1. Introduction to building and maintaining confidence in a professional career
    - 3.2. Methods to gain confidence
4. Create an organized working environment
    - 4.1. Self-organization for an entrepreneur or small business
    - 4.2. Handling disorganization in a workplace
5. Failure as a pathway to success
    - 5.1. Positive and negative examples of failure
    - 5.2. Strategies to recognize failure as a positive approach to learning and skill development
    - 5.3. Strategies to encourage an environment of successful failure in a workplace
6. Problem Solving
    - 6.1. Introduction to effective problem solving
        - 6.1.1. Handling personal problems
        - 6.1.2. Handling customer problems
        - 6.1.3. Handling internal business problems
        - 6.1.4. Becoming an expert in the field as a process to avoid problems
7. Using Customer Relationship Management (CRM) in developing sales professional skills
    - 7.1. Sending out effective communications content using CRM
        - 7.1.1. Email
        - 7.1.2. Mail
        - 7.1.3. Forms
        - 7.1.4. Letters
    - 7.2. Scheduling time for bids and jobs
        - 7.2.1. Effective client scheduling techniques
        - 7.2.2. Choosing when to provide bids
    - 7.3. Estimating a bid
        - 7.3.1. Costing and estimating
        - 7.3.2. Creating Cost sheets
        - 7.3.3. Writing Templates

COURSE CONTENT AND SCOPE (continued)

8. Managing online reputation
    - 8.1. Benefits of a positive online reputation
    - 8.2. Examples of positive online reputation
        - 8.2.1. Content overview
        - 8.2.2. Handling negative customer interactions
        - 8.2.3. Handling positive customer interactions
    - 8.3. Set up an online profile
        - 8.3.1. Register with search (i.e. Google, Yelp!)
        - 8.3.2. Setting up social media pages
        - 8.3.3. Reserving website domains
9. Communication flow
    - 9.1. Understanding stages of the buyer
        - 9.1.1. Need recognition
        - 9.1.2. Information search
        - 9.1.3. Evaluation of alternatives
        - 9.1.4. Purchase decision
        - 9.1.5. Post purchase
    - 9.2. Prospective clients
        - 9.2.1. Communication strategies
        - 9.2.2. Effective content
    - 9.3. Current clients
        - 9.3.1. Communication strategies
        - 9.3.2. Effective content
    - 9.4. Past clients
        - 9.4.1. Communication strategies
        - 9.4.2. Effective content
    - 9.5. Referral partners
        - 9.5.1. Corporate relationships
        - 9.5.2. Personal relationships
10. Social skills in the workplace
    - 10.1. Professional comportment
        - 10.1.1. Strategies to understand industry expectations
        - 10.1.2. Appropriate dress attire for the industry
    - 10.2. Positive verbal and written communications
    - 10.3. Diversity in human relations and customer service
    - 10.4. Recognizing work and customer bias and taking appropriate action
11. Customer Interaction
    - 11.1. Handling bad news
    - 11.2. Developing improvement cycles to improve and avoid poor customer experience
    - 11.3. Returns
    - 11.4. Saying no to a customer request
    - 11.5. Asking for referrals

APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, materials such as textbooks and workbooks, instructor written handouts, computerized simulations, resource manuals, videos, tutorials, on-line assistance, and relevant industry periodicals. Topics should be related to understanding and implementing effective communication skills in a sales profession, such as how effective sales professionals use effective listening to better understand customer needs, how professional confidence can be attained through continued practice of presentations, or case studies related to how component failure is an expected aspect of many successful sales plans.

WRITING ASSIGNMENTS

Writing assignments will enable the students to demonstrate understanding of course concepts and application of proper writing skills. Appropriate assignments may include, but are not limited to, assigned exercises, written reports, and collaborative projects between students and the instructor. Examples may include written contributions to group or class activities done in a case study, a written sales strategic plan, or entering data to a CRM system.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, reading texts and reference resources, conducting additional research to complete projects, and reviewing lecture and class notes. An appropriate assignment may be analyzing a set of emails related to a sales project to identify strengths and weaknesses and preparing a slidedeck appropriate for a customer presentation based on a written customer profile.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to, evaluation and analysis of case studies featuring small businesses in various scenarios. Students will utilize this analysis in classroom discussions, writing assignments, and performing activities to develop best practices for starting and managing a small business. Students must select and use appropriate methods and resources to complete assignments. Assignments may include: exercises emphasizing effective listening and communication skills, problem solving CRM system errors, and how to handle customer problems through case studies.

EVALUATION

Recognizing that every student learns in a different way, a student's grade will be based on multiple measures of performance with the understanding that every reasonable effort will be made to evaluate comprehension and performance using a mix of learning modalities and assessment methods. The methods of evaluation may include, but are not limited to:

1. Maintain attendance and punctuality per current policy.
2. Contribute to class and group discussions and/or activities.
3. Perform in a variety of activities and complete assignments that may include:
    a. Exercises emphasizing effective listening, communication, presentation, and speaking skills necessary for a career in sales occupations.

EVALUATION (continued)

4. Demonstrate ability to work independently and as a team member.
5. Present a written or oral project presentation demonstrating competency in the course objectives that may include:
    a. A plan to work towards improving a student's perception of confidence related to skills necessary for a successful sales career.
    b. A strategy on how the student will maintain an organized sales professional career.
    c. A strategy on how the student will handle failure in a sales profession to develop new knowledge and skills to improve their opportunities for success.

Upon successful completion of all courses included in the program, a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Methods of instruction may include, but are not limited to, lectures, discussion, hands-on demonstrations, computer-assisted instruction, laboratory assignments, and field trips.

This course, or sections of this course, may be offered through distance education. Includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Examples of instruction methods include participating in a class discussion where a sales professional recounts how both success and failure helped shape their effective sales campaigns and roleplaying activities where students investigate the appropriate greetings and level of professional appearance for customer sales meetings.

TEXTS AND SUPPLIES

This course will prioritize utilizing zero-textbook-cost, openly licensed content to provide equitable learning to all students. Content must be current and relevant to the course such as:

- *Entrepreneurship*, Laverty, Little, et al, Openstax, current edition.
- *Introduction to Business*, Gitman, McDaniel, et al, Openstax, current edition.
- *Introduction to Business*, Hossa, Olender, et al, Lumen Learning, current edition.
- *SELL* by Ingram, LaForge, Avila, Schwepker & Williams, 4LTR Press, current edition.

Additional textbooks and/or openly licensed content to be provided to students at the discretion of the instructor.

The instructor will provide a class syllabus, handouts, and sample business plans.

Supplies: Journal (composition book), USB Drive, or other storage media.

PREPARED BY: Aaron Iffland and Matthew Rivaldi DATE: December 1, 2021

REVISED BY: DATE:

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process) and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog